

# Year 1

Key:

Programmes of Study in **bold** print.

**Terminology for pupils:**

letter, capital letter

word, singular, plural

sentence

punctuation, full stop, question mark, exclamation mark

## Text / Composition

*(I can write my first name and surname.)*

I can think, say, write sentences and re-read to check them.

I can sequence sentences to form short narratives.

I can discuss what I have written and read it aloud to my peers and teachers so that they can hear it clearly

## Year 1

### Word

I can add an 's' to a noun to make it plural.

I know that some nouns need 'es' to make them plural. (*Nouns ending in ch, s, sh, x, z, zz*)

I know that the prefix un- changes the meaning of verb and adjectives (untie, unkind, undo)

I can add the suffixes -ing, -ed, -er to verbs where no change is needed in the spelling of the root words (helping, helper, helped, helper)

I know all the capital and lower case letters of the alphabet, both name and sound .

### Punctuation

I can use a capital letter for names, places, the days of the week and 'I'.

I can use finger spaces to separate each word when I write a sentence.

I am beginning to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.

### Sentence

I can think, say, write sentences and re-read to check them.

I can use the connective 'and' to join ideas in sentences.

*I can use openers The, I, My*

*I can use time openers such as: 'First, Next, Then, After, Finally*

## Spelling

I can name the letters of the alphabet:

I can name the letters of the alphabet in order

I can use letter names to distinguish between alternative spellings of the same sound

I can apply simple spelling rules and guidance (see English Appendix 1)

I know all the phonemes and graphemes from Phase 3 and Phase 4 and I can apply them to my writing. (Revisit)

I know all of the phonemes and alternative graphemes from Phase 5.

I can spell all the high frequency words from Phase 3,4 and 5.

## Year 1

## Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly

- begin to form lower-case letters in the correct direction, starting and finishing in the right place

- form capital letters

- form digits 0-9

- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

## Composition

I can write sentences by:

- saying out loud what I am going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what I have written to check that it makes sense
- Discussing what I have written with the teacher or other pupils
- reading aloud their writing clearly enough to be heard by their peers and the teacher.
- *(I can think / say / write / read and check my sentences.)*

## Year 1 Reading

### **Discussing Reading**

I can participate in discussion, taking turns and listening to others.  
I can explain clearly my understanding of what has been read to me.

#### **Range of Reading**

I can listen to and discuss a wide range of stories, poetry and non-fiction which are beyond the level at which I can read independently.

#### **Familiarity with Texts**

I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

I can recognise and join in with predictable phrases.

#### **Poetry and Performance**

I am learning to appreciate rhymes and poems and can I can recite some by heart.

#### **Non-Fiction**

n/a

#### **Decoding**

I know all of the phonemes and graphemes from Phases 2,3,4 & 5 and can read them speedily.

I can apply my knowledge of phonics to decode words (by blending) using the phonemes and graphemes from Phases 2-5

I can read the Year 1 Common Exception Words

I can read common suffixes (s, es, ing, ed etc)

I can read multi syllable words containing taught GPCs.

I can read words with contractions and understand how the apostrophe has been used.

I can read aloud phonetically decodeable texts.

#### **Word Meanings**

I can discuss the meanings of words, linking new meanings to those already known.

#### **Understanding**

I can understand texts by using the following strategies:

- Drawing on what I already know.
- Background information, for example, through topic work.
- Help from the teacher to understand specific vocabulary 1a

I can think about whether the text makes sense when I read aloud, and make corrections.

#### **Inference**

I can discuss the significance of the title and events 1b, 1c

I can make inferences from what characters say and do. 1d

I can make predictions about what might happen next from what I already know. 1e

#### **Authorial Intent**

n/a